

# Westbridge Primary School

Bolingbroke Walk, Westbridge Road, London SW11 3NE

## Inspection dates

16–17 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The quality of leadership and management is good. Leaders are effectively addressing the 2016 dip in pupils' outcomes at the end of key stages 1 and 2.
- Governance is effective. Governors, including representatives from the trust, support and rigorously challenge school leaders to improve all areas of the school.
- The headteacher, supported by an assistant headteacher, provides very clear direction based on the school's core values. They take effective action to improve teaching and have gained the confidence of all staff.
- Teaching, learning and assessment are good. Most pupils are making at least good progress from their starting points in reading, writing and mathematics.
- Pupils read widely and often. Strong teaching of phonics enables younger pupils to make gains in their reading.
- The early years provision is good. Most children achieve a good level of development and are ready to start Year 1 when they leave Reception Year.
- Safeguarding is effective. Pupils report that they feel safe in this caring environment.
- The school is a welcoming and exciting place to learn. Pupils attend school regularly because they enjoy learning and being at school.
- Consistently positive attitudes to learning and constructive relationships are a testimony to pupils' good personal development, behaviour and welfare.
- The majority of parents and carers strongly support the school, but some feel that aspects of communication could be improved.
- Effective teaching provides interest and suitable challenge for the majority of pupils, but sometimes not for the most able.
- Some pupils' range and use of vocabulary are limited. These pupils fail to acquire the reading skills necessary to interpret text in greater depth.
- Leaders do not analyse assessment information effectively to identify any underperformance in all subjects. In some subjects other than English and mathematics, pupils' progress is variable as a result of uneven quality of teaching.

## Full report

### What does the school need to do to improve further?

- Raise pupils' attainment in reading by encouraging pupils to explore texts in depth and extend their use of vocabulary.
- Improve the quality of teaching and learning in foundation subjects such as history, geography and religious education by providing greater challenge, particularly for the most able.
- Strengthen the effectiveness of leadership and management by:
  - ensuring that information about pupils' progress and attainment is analysed effectively to improve the performance of all pupil groups
  - improving communication with parents.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher, supported by an assistant headteacher, leads the school with consistency and a clear vision of excellence. The school's community and trustees share her ambitious outlook for the pupils.
- All staff work towards a common aspirational goal where pupils strive to be the best they can be. Since the school opened as a new school, leaders, including governors, have worked tirelessly to build a caring and harmonious learning environment. The 'Four Ps' (pride, perseverance, positivity and potential) underpin a culture of high expectations for all pupils to improve their life chances.
- Leaders manage the professional development of all staff effectively. Leaders rigorously monitor learning and provide opportunities for staff to share ideas in order to improve their practice. Teachers and support staff are held to account through realistic targets and are supported well to improve their teaching practice.
- Subject leaders are effective and support senior leaders well in driving school improvements. A relentless focus on improving the quality of teaching has successfully reversed a dip in pupils' achievement, particularly in reading and mathematics. Additionally, whole-school initiatives, for example pupils taking part in 'times-tables' competitions, have promoted improvements in the learning of mathematics.
- Leaders and governors use the additional government funding for pupils who have special educational needs and/or disabilities wisely. Close links with external agencies and targeted support are helping pupils to make good progress from their starting points.
- The school's core values of grace, love and fellowship support pupils' spiritual, moral, social and cultural development extremely well. Pupils are encouraged to be responsible and caring citizens. For instance, the school's choir has contributed to local community projects by singing to elderly tenants. Additionally, the school council chooses the weekly 'word of the week' to raise whole-school literacy for all pupils.
- The school's work is preparing pupils effectively for life in modern Britain. Specific visits and learning enable pupils to appreciate British culture and history, as seen in pupils' work and on classroom displays. Pupils spoke with confidence about their understanding of individual liberty, tolerance and having respect for different faiths and religions.
- The rich and broad curriculum supports pupils' academic and personal needs well in most respects. Pupils' literacy and numeracy skills are developed well in subjects including English, mathematics and computing, where there is strong emphasis on practical learning. However, expectations of pupils' achievement are not uniformly high across all subjects, with weaker outcomes in subjects including history, geography and religious education.

- A programme of enrichment activities enhances pupils' learning. Pupils enjoy their learning through many inspiring trips, assemblies, visiting speakers and music; strong links with a local secondary school enabled Year 5 pupils to learn basic Spanish effectively.
- The primary school physical education and sport funding is used effectively. Leaders have secured a sports coach to develop class teachers' skills and so improve the teaching of physical education across the school. Clubs provide pupils with many opportunities to enjoy sport and other physical activities, such as gymnastics and athletics.
- The trust has provided extensive and challenging support tailored to the needs of the school. Leaders, including governors, are able to access a range of expertise and this is developing teaching and leadership in all areas of the school.
- Strong links exist with most parents. Regular newsletters and workshops have proved useful in helping parents support their child's learning, including in literacy, mathematics and e-safety. A weekly fitness club targeted at parents provides a good model for their children. Most parents are very positive about the work of the school, including leadership and the quality of teaching. However, a few parents commented on some weaknesses in the school's communication on day-to-day matters.
- At the start of the inspection, the school's website did not comply with Department for Education guidance on what academies should publish. The website is now compliant as the missing items were added during the inspection.
- Leaders and subject leaders give insufficient emphasis to the analysis of assessment information about pupils' progress across the curriculum. As a result, they are not fully aware of how particular groups of pupils are doing in all subjects, such as for the most able pupils.

## **Governance of the school**

- Governance is good. The governing body and trustees are clear and mutually respectful of their roles. They share the common aim for the school to be at the heart of the community offering a high-quality education.
- The governing body, including the trust's interim executive board, has supported the school and the headteacher well during a period of considerable change. Converting to be part of a multi-academy trust, staff changes and a recently appointed chair have not hindered governors in fulfilling their responsibilities.
- The governing body is well organised and informed about the strengths and weaknesses of the school. They receive detailed reports from the headteacher and find out things for themselves by making visits to the school. Governors use their drive for school improvements to question leaders precisely and challenge them to improve teaching and pupils' outcomes further.

- Governors keep a close eye on the effectiveness of spending decisions. The impact of additional funds, including the pupil premium grant, is closely monitored. Governors receive regular feedback on the progress and attainment of disadvantaged pupils to check that the funds are spent wisely. Outcomes for these pupils are improving across most of the curriculum and they are provided with experiences that they might not otherwise have the opportunity to enjoy.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that safeguarding is a collective responsibility. Parents receive reminders to be vigilant through newsletters and they know whom to contact should they have any safeguarding concerns. Staff are suitably trained to spot signs of neglect, possible harm and the risks associated with radicalisation and extremism. The curriculum provides opportunities for pupils to know how to be safe, including whom to talk to should the need arise. Pupils say that they are safe because 'you are never too far from an adult who will always help you'.
- Governors carry out their safeguarding duties effectively. They keep up to date with the latest guidelines through appropriate training. The required checks to ensure that all staff are suitable to work in the school are robust.
- Child protection concerns are given the utmost attention and care. Pupils' absences are checked and there are clear procedures for staff to report any matters to the school's designated leads. Strong partnerships with parents, carers and external agencies ensure that pupils receive early help should they need it. When leaders make referrals to the relevant services, they follow these up to ensure that appropriate actions have secured pupils' safety. The school's detailed and timely records show this.

## Quality of teaching, learning and assessment

**Good**

- Most teaching across all key stages is of good quality. Teachers capture pupils' interest by using relevant materials to make learning exciting and fun.
- Teachers' expectations are high. Pupils respond positively to this and say that teachers help them to work hard and develop new skills. For example, pupils in Year 5 acquired essential entrepreneurial skills through product design and making pricing decisions.
- Teachers use their secure subject knowledge to plan effectively, including the use of additional adults. Support staff make valuable contributions to pupils' achievements by providing the right balance between support and challenge. Appropriate resources and activities suited to pupils' specific needs, particularly for pupils who have special educational needs and/or disabilities, enable them to make at least good progress.
- The teaching of mathematics is effective. Pupils are given opportunities to develop their numeracy skills through problem-solving activities. A group of pupils reported that, 'maths is fun because it helps us to work out the correct change when we go shopping'.

- Music and performing arts play a major part in school life. For example, Year 4 pupils enjoy collaborating with other local schools to practise their singing for a performance at a concert hall in London.
- Teaching of phonics is effective. Pupils are taught in groups suited to their reading ability so they can practise their letter sounds more effectively. Pupils' results in Year 1 and at the end of Year 2 were above those for pupils nationally in the phonics screening check in 2015 and 2016.
- The teaching and learning of reading are improving. A more consistent approach enables pupils to practise spelling techniques and comprehension skills to help them understand text. They enjoy their reading and their personal records show that they read often.
- On occasion, the teaching of reading lacks precision to enable pupils to strengthen their vocabulary skills. As a result, some pupils, including some most-able pupils, do not have the opportunity to explore fully the meaning of text and reach greater depth in their learning.
- Most pupils are taught to write well. They are encouraged to structure their ideas and use correct punctuation. Their imaginations are often stimulated by interesting topics to write about. For instance, Year 1 pupils used drama to recite poetry, and Year 6 pupils developed their persuasive writing skills with the aim of influencing the school's learning policy.
- Teaching remains inconsistent in its impact on pupils' learning in subjects beyond English, mathematics and science. For instance, pupils' work in geography, history and religious studies varied in quality and often demonstrated lower expectations.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's core values and the 'Four Ps' support pupils' self-belief and confidence extremely well. Pupils know how to be successful learners as they take pride in their work and persevere to make the best possible achievements.
- Pupils and parents speak very highly of the school's work to enhance pupils' well-being. Pupils say that they feel safe and they understand how to stay fit and healthy. Pupils gain an appreciation of the need to exercise responsibly as they take swimming lessons, for example. They learn how to cope with risks in their everyday lives, such as when using the internet.
- Bullying at the school is rare. Pupils are aware of what bullying means and know what different forms it can take. Parents and pupils report that bullying is not tolerated in the school and when it does occur, leaders deal with it swiftly and appropriately.

## Behaviour

- The behaviour of pupils is good.
- The culture of high expectations generated by leaders is demonstrated through pupils' positive attitudes. Pupils respond quickly to requests made of them by staff because of the good relationships that exist. A simple and effective system of rewards and sanctions promotes pupils' good behaviour.
- Pupils are particularly respectful and considerate towards others. Inspectors witnessed pupils' kind nature in assisting their peers during breaktimes and in helping one another with their work. Pupil-peer mediators actively support younger pupils. Additionally, pupils earnestly welcome visitors, as they are very proud of their school and their achievements.
- Bright and stimulating learning environments maximise pupils' learning opportunities. Pupils were seen reading quietly and comfortably within inviting and interesting 'book corners'.
- Leaders have ensured that most pupils, including disadvantaged pupils, attend school regularly in order to benefit from all aspects of school life. The use of the breakfast club has been instrumental in this, including preparing pupils for their learning each day. The school's understanding of family circumstances enables persistent absence to be tackled appropriately.
- Pupils' enjoyment of school is reflected in their regular and punctual attendance. Published attendance figures, in line with national levels, confirm this. Current school records show that this pattern of attendance is continuing.
- The normal pattern of good behaviour is only disturbed when pupils' interest is not fully captured, with instances of low-level disruption and variability in some pupils' self-discipline.

### Outcomes for pupils

**Good**

- Pupils' outcomes are improving after a dip in attainment at the end of key stage 1 and in the progress in reading of Year 6 pupils in 2016. Most pupils are making at least good progress from their starting points in reading, writing and mathematics. This was confirmed by the school's assessment information and scrutiny of pupils' work. The school's high expectations and effective leadership are raising standards in these subjects.
- Overall, pupils are being prepared well to move on to the next steps of their education. Year 6 pupils mentioned how much they are looking forward to starting secondary school. The progress of current key stage 1 pupils is improving, so they are getting ready to meet the demands of key stage 2.
- Pupils who have special educational needs and/or disabilities are making at least good progress from their starting points. In most subjects, they are making gains in their overall knowledge, understanding and skills.

- Leaders' use of the pupil premium grant to boost outcomes for disadvantaged pupils is increasingly supporting the good progress of these pupils, including the most able disadvantaged pupils. In 2016, their attainment and progress at the end of key stage 2 were close to those of other pupils nationally in writing and mathematics, but below in reading. Currently, disadvantaged pupils are making at least good progress from their starting points in reading.
- The progress made by the most able pupils from their starting points in reading, writing and mathematics is at least good. In 2016, their progress at the end of key stage 2 was close to that of their peers nationally. Effective teaching has enabled some most-able pupils to exceed age-related expectations across a range of subjects.
- Variability in standards across some subjects exists. Pupils are making marked gains in their knowledge of science in key stage 2 because of strong teaching. Additionally, inspectors found insufficient work in pupils' books over time across a number of humanities subjects to demonstrate good outcomes.

### Early years provision

**Good**

- Most children enter Nursery with levels of development lower than those typical for their age. Many have limited communication skills or are at the early stage of speaking English.
- Teaching and learning across the early years are good. Children enjoy their learning in a bright and captivating environment, both indoors and outside. Teachers use interesting resources that excite children's imagination and give them the opportunity to experiment and take risks. Children are developing their personal, social and emotional skills as they learn about people, animals and the physical world around them.
- In 2015 and 2016, the proportion of children achieving a good level of development at the end of Reception was above the proportion seen nationally. The school's information indicates that most children are making at least typical progress from low starting points in all areas of learning. The majority of children leave Reception ready for their learning in Year 1.
- Regular assessments enable adults to identify clearly where support is needed. Children who need extra help or receive additional funding do not fall behind in their learning. Disadvantaged children make at least typical progress, close to that of other pupils nationally.
- Safety procedures and pupils' welfare are given a high priority. The school works effectively with families and outside agencies to ensure that all children receive an equal chance to achieve their potential.
- 'Learning journals' capture children's achievements and are presented well. They provide a systematic record of children's achievements for both staff and parents. Parents use the journal to support further learning at home.
- Children behave well. They respond immediately to adults' requests and they play happily with one another because good relationships exist. Their enthusiasm to explore and learn demonstrates their positive attitude to learning.

- The early years provision is led effectively. Leaders have an accurate picture of the strengths and weaknesses of the provision through rigorous self-evaluation. Corrective steps are in place to ensure that the identified areas for improvements are dealt with appropriately.
- Leaders have responded quickly to previously low outcomes in communication and language. Children are presented with a rich language environment in order to develop their literacy skills. Scrutiny of children's work, school information and listening to children discussing their current learning illustrates this. Children's development of their communication and language skills is improving.
- Leaders are aware that the effective induction of new and temporary staff is not fully embedded. This leads to some inconsistency, and therefore some children do not learn as well as they should.

## School details

Unique reference number	140682
Local authority	Wandsworth
Inspection number	10023577

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Mary Elcock
Headteacher	Diane Thompson
Telephone number	0207 2281293
Website	<a href="http://www.westbridgeprimaryschool.com">www.westbridgeprimaryschool.com</a>
Email address	<a href="mailto:info@westbridge.wandsworth.sch.uk">info@westbridge.wandsworth.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Inspectors observed teaching and learning in 14 sessions, four of which were observed jointly with senior leaders. They observed teaching in all year groups.
- Inspectors examined a range of documentation provided by the school, including the school's own self-evaluation and governors' minutes. Records relating to attendance, behaviour and safeguarding were also considered.
- Meetings were held with members of the trust, governors, senior leaders and teachers, including subject leaders and teaching assistants.
- In addition to meeting with pupils formally, inspectors spoke to others informally and examined their books in a wide range of subjects. Inspectors also listened to pupils reading.

- Discussions were held with parents to hear their views of the school. There were 8 responses to the online questionnaire, Parent View, and 8 text responses.
- There were no responses to the Ofsted online staff or pupils' questionnaires. Inspectors considered nine written letters received from staff during the inspection.

## Information about this inspection

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Westbridge Primary School is smaller than the average-sized primary school. There is no provision for two-year-olds.
- The school converted to a sponsored academy in April 2014. The school is a member of a multi-academy trust, the Chapel Street Community Schools Trust. This is the school's first inspection since opening as part of an academy trust.
- The school receives effective support through the Chapel Street Community Schools Trust.
- The proportion of pupils who are eligible for pupil premium funding is above average.
- In 2016, the school met the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school operates a breakfast club and an after-school club for each day of the week.

## Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector

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